

(September to December, 1925.
(January to March, 1926, in the Dominions.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by T. M. Hardwick and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. III., pp. 1-83 (selections from *I. Samuel*, chapters 1-26). *The Saviour of the World*,* Vol. III. (P.N.E.U. Office, 3/-), pp. 1-65, with Bible passages from index. *The Acts of the Apostles*,* by E. M. Knox (Macmillan, 4/6), pp. 236-296, with Bible text; the *Epistle to the Colossians* (read Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 123-152. (c) *Helps to the Study of the Bible* (Oxford Press, 4/-). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 58-73, with lessons on Advent and Christmas. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, D.D., Vol. I. (S.P.C.K., 3/6).

For Sunday reading (optional):

(a) *Our Bible in the Making*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 135-203. (b) *Milton's Paradise Lost*, Book V. (The Oxford Milton, edited by H. C. Beeching, Oxford Press, 3/6). (c) *The Carved Cartoon (Grinling Gibbons)*, by A. Clare (S.P.C.K., 3/6). (d) *The Story of Islam*, by T. R. W. Lunt (C.M.S., 1/-).

† The 103rd term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1d. each, 1925). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

Writing.

Choose and transcribe passages from Shakespeare's *Macbeth*,* and the other books set, in *A New Handwriting for Teachers* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.)

Essays on news of the week from the newspapers, or, on subjects taken from the Programme. Lines in blank verse on the Seasons, or, a verse paraphrase of a Psalm (see Milton).

Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 2/8 a year), and send a contribution in verse or prose.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue** (4/-), pp. 175-185, 132-142.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 356-433. Shakespeare's *Macbeth** (Blackie, 6d.). Scott's *Woodstock** (Nelson, 1/6). Bunyan's *Pilgrim's Progress* (Dent, 2/-). Milton's *L'Allegro, Il Penseroso, Lycidas* (any edition, or Blackie, 3d. each). *An Anthology of English Lyrics** (Methuen, 3/6): Milton, Herbert, Herrick, Marvell, Dryden.

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. II., pp. 532-648 (1641-1689), or, *A History of England*, by R. B. Mowat, Section 2 (Oxford Press, 3/-), pp. 331-403 (1642-1688). Quennell's *A History of Everyday Things in England*, Part V. (17th Century) (Batsford, 3/-). Make a chart of the 17th Century (see

reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from *Times Office*, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 372-398 (1641-1689) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 140-220 (3000-500 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 1-23. North's *Plutarch's Lives: Pericles** (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 1-47 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *The Ambleside Geography Books*, V.,* (P.N.E.U. Office, 5/), Asia, pp. 1-62. (2) *By Desert Ways to Baghdad*,* by Mrs. R. Wilkins (Nelson, 2/-). (3) *Modern Geography*, by M. Newbigin (Williams & Norgate, 2/6), pp. 143-195. (4) *Philips' Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers: *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week: *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-) may be used. Teacher may find useful *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

Natural History and Botany.

Winners in Life's Race,* by Miss Buckley (Macmillan, 6/-), pp. 240-279. *Elementary Studies in Plant Life*,*¹ by F. E. Fritsch (Bell, 3/6), pp. 31-41, 75-80, 125-135. Study and make out-door observations of winter buds, twig-branching, fruits and seeds. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work see special study set for the term. Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

¹ Members overseas take (a) for the Tropics: *A Manual of Indian Botany*, by G. A. Bose (Blackie, 6/-); (b) for America: *First Studies in Plant Life*, by G. F. Atkinson (Ginn, 4/6, American edition). Subjects as in programme or according to season.

General Science, etc.
Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192. *Everyday Doings of Insects*,* by E. Cheesman (Harrap, 7/6), pp. 160-240.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 55-96; 206-257.

Picture Study and Architecture.
Study, describe (and draw from memory details of) six reproductions* of pictures by Dirk Bouts (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for September, 1925. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 228-261.

Arithmetic. (See N.B. 3.)
Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 113-124: Percentages, Profit and Loss; Mensuration, sections 211-214. Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Teacher may find useful *Unconventional Arithmetical Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 184-197. Revise pp. 57-59. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 1.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 8-12, 66, 72-74, 95-100, or continue.

German.² (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 19-21, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Hauff's *Die Geschichte von dem Kleinen Muck** (Hachette, 8d.).

or, preferably, Italian.² (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 28-32, 40, 41, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters I-X. (inclusive).

Latin. (See N.B. 1.)

Limen,* Part I. (Murray, 2/6), pages 118-141, and revise grammar, 95-117, with corresponding exercises. Narration of continuous passages.

² Schools may substitute Irish or Welsh.

French. (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate La Fontaine's *Shorter Fables** (Blackie, 9d.). Read several poems and learn one from *Recueil de Poèmes*,* by J. Molny, Vol. II. (Blackie, 6d.).

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Drawings of objects in the house: chairs, etc. Illustrations of scenes from Literature. Memory drawings. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Beethoven, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 1-63; teacher use appendices I-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term III.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 145 and 146. Two poems from anthology set, or, a scene from *Macbeth*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. I., Books 5-8. Defoe's *Memoirs of a Cavalier* (Cambridge Press, 2/9).

Music.

Choose and learn a suitable composition from *The Term's Music*: Beethoven.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.).
Three English songs (including Christmas carols), from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-), or from *Popular Two Part Carols* (Novello, No. 188, 8d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-

Students take House of Education Drills. For Drill Music. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). Christmas presents: *Leatherwork* (George, 1/-). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *An Essay towards a Philosophy of Education*, 10/6, by C. M. Mason (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in some subjects.

N.B. 2.—Each pupil should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Music" onward are advisable but optional.

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Age, say, 14-15).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*), single and double lines; special clipped book post envelopes, 4d. for 3. The School Badge (silver, 4/6, metal, 9d), School Hat Band (2/3), and Ribbon (2/2 a yard). Ties (1/3 cotton, 3/3 silk). Boys' School Belts (2/3). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars of membership apply to Miss P. N. Bowser, c/o P.N.E.U. Office. The P.U.S. Magazine (2/8 yearly) is for present pupils and is especially recommended to families and to those Schools who have no Magazine of their own.

N.B. 8.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 9.—All letters *re* School and Programmes, except book orders should be sent to The Director, Parents' Union School, Ambleside, Westmorland. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

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Motto: "*I am, I can, I ought, I will.*"

FORM IV.

PUPILS' NAMES

Bible Lessons.

- I. 1. "The Hebrew writers showed by taking the biographies of their great heroes, for example, how God had by degrees revealed His character and His will." Illustrate this, quoting incidents from the life of (a), Saul, (b), Samuel.
2. Give some details of the friendship of David and Jonathan. How is it a guide to our friendships?
3. (a), "Give me first five loaves of bread," (b), "With me thou shalt be in safeguard," (c), After whom is the King of Israel come out?" (d), "I have played the fool." On what occasions were these words used? Tell the whole story in two cases.
- II. 1. Give some account of St. Paul's visit to Thessalonica. What do you know of (a), his letters, (b), the later history of the Church of Thessalonica?
2. (a), "Paul chose Silas and departed," (b), "From henceforth I will go unto the Gentiles," (c), "Gallio cared for none of these things," (d), "Let them come themselves and fetch us out." On what occasions were these words used? Describe fully two of them.
3. Give and explain three parables of the Kingdom. What lessons may we learn?
- or, 3. "Lest any man beguile you," Give some of St. Paul's counsels to the Colossian Church in this connection.

Writing. (Writing is also considered in each written answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

An Anthology of English Lyrics,—Preface, page xxix.,
"For the poet . . . descending."

Composition.

1. Write some lines (*which must scan*), or, in prose, upon one of the following. — (a), "The Treaty of Locarno," (b), "Calypso bids Ulysses build a ship," (c), "The Passing of a Queen," (d), falling snow.
2. Write a conversation between two of the following, — (a), Darius and Louis XIV., (b), Cromwell and "Christian," (c), Macbeth and "Mr. Fearing," (d), Pericles and Charles I.

English Grammar.

1. Analyse, parsing the words in italics, —
"Now where the bare sky spans the landscape bare,
Up long brown fallows creeps the slow brown team,
Scattering the seed-corn that *must sleep* and dream
Till by Spring's carillon *awakened* there.
Ruffling the tangles of his *thicket* hair,
The *stripling* yokel steadies now the beam,
Now strides erect with cheeks that glow and gleam
And whistles shrewdly to the spacious air."
2. What is a complex sentence? Give examples to show some of the cautions necessary in analysing such sentences.
3. Give the derivation and work of the suffixes used in the following words, — *apiary*, *secretary*, *coronet*, *sorceress*, *bassoon*, *refectory*, *beatitude*, *actor*, *music*, *melancholy*.

Literature.

1. Under what circumstances was the *Pilgrim's Progress* written? Give a scene that interested you,
- or, 1. Write a scene for acting from *Woodstock*.
2. "It is the Queen and not her husband who is slain by conscience." Give a sketch of Lady Macbeth to illustrate this statement.
3. Give a short account of the early life of John Milton. Write a brief narration of *Lycidas*, quoting favourite lines where you can. What other poems by Milton have you enjoyed?

English History.

1. Trace briefly the course of the struggle between the Parliamentarians and Royalists. Dates.
2. "Cromwell re-established the prestige of England upon the Continent." Show how this was done.
3. Give some account of the progress of the English people under Charles II. as regards (a), the constitution, (b), intellectual freedom.

General History.

1. Give a brief account of the Assyrian Empire, its organization, means of communication, art and literature.
2. Describe the rise of the Persian Empire under Cyrus.
3. Show that while Louis XIV. had the same idea of kingship as James I., he had greater advantages in the French attitude towards monarchy. Give some account of (a), his court, (b), his government.

Citizenship.

1. "Each of us is a Kingdom of Mansoul." Explain. Mention some of the perils to which the kingdom is subject.
2. Pericles "gave himself to all matters he had learned of Anaxagoras." What were some of these matters, and how did Pericles make use of them?
3. What do you know of the history and the work of (a), The House of Lords, (b), The House of Commons?

Geography.

1. Give a rough sketch-map of Asia, indicating the boundaries and the great features of the land. Put in the chief divisions. Describe (a), the different landscapes of the plain of the north, (b), the excessive character of the climate of Asia, (c), the drainage of Central Asia.
2. Describe a journey in Persia,
- or, 2. Give a record of one day's journey on the way to Baghdad.
3. Give some account of (a), the climate, (b), the plant and animal life of the Mediterranean basin.

Natural History and Botany.

1. Give some account, with a diagram, of the genealogy of the horse.
2. Describe, with drawings, (a), the branching of the beech, elm and lime. (b), a cross section of a woody trunk.
3. Explain, with diagrams, what is understood by, — dehiscent, follicle, silique, drupe, achene.

General Science.

1. Give some account of the world inside the atom.
2. Write notes, with drawings, on, — (a), the light shown by the glow beetle, (b), the fiddling of the grasshopper and the cricket, (c), the work of the yucca moth. In what respect do colonies of bumble bees differ from those of ants, or of hive bees?

Physiology and Hygiene.

1. Explain, with a rough diagram of the heart, the discovery made by Sir William Harvey. What is the blood made up of?
2. What points must be considered with regard to (a), suitable clothing for a child, (b), the ventilation of a room, (c), the trapping and ventilation of pipes?

Picture Study and Architecture.

1. Describe, with a rough sketch to indicate the composition, *The Gathering of the Manna*, by Dirk Bouts.
2. Give some account of the work of Sir Christopher Wren, describing examples you have seen.

Arithmetic.

1. On a school register there are 625 names. If 96% are present what percentage is absent?
2. What would be the commission at $3\frac{1}{4}\%$ on selling £980 of goods?
3. If a man gains 20% by selling eggs at 2d. each, at what price per dozen did he buy them?

Geometry.

1. Draw two tangents to a given circle from a given external point, giving proof.
2. AB and CD are any 2 chords in a circle. Join the 4 ends and find 6 pairs of equal angles in the figure, giving the reason for each.
3. Find the sum of all the interior angles of a regular hexagon.

Algebra.

1. If $a=3$, $b=6$, $c=2$, $x=0$, find the value of:
$$\frac{2}{3}a^2 + \frac{abc}{9} - \frac{ab^2c}{3b^3} + \frac{2a^3bx}{4}$$
2. If $a=-4$, $b=-3$, $c=2$, $x=-1$, find the value of (a), the square root of $2x^3 - 2bc - b^2$, and, (b), the cube root of $a^3 + b^3 + 17cx$.
3. Solve the equation: $5x - \frac{2x-3}{5} = \frac{17x}{6} + 16\frac{1}{2}$

German.

1. Describe how (a), *Der kleine Muck* entered the king's service, or, (b), "Professor Hahn" spends his time on the Continent.
2. What prepositions govern the Dative Case in German? Use six of them in sentences introducing the plural of the following irregular substantives,—*bear*, *name*, *eye*, *book*, *prince*, *land*.
3. Translate Reproduction IV., p. 185 (Siepmann).

Italian.

1. Describe, in Italian, an incident from *Il più felice Bambino del Mondo*.
2. How do Italian nouns (a), show their genders, (b), form their plurals? Give examples in sentences.
3. Translate into Italian Exercise XXXI., p. 81 (Perini).

Latin.

1. Write and translate 4 Latin sentences showing uses of the Dative Case.
2. (a), Translate Exercise LXXIV. (Limen) from "*Inde multis*" (line 6) to end: (b), write narration.
3. Translate Exercises LXXV. (b), sentences 1 and 2, and LXXXIV., 7, 8 and 10.

French.

1. Give, in French, (a), an account of a railway journey, or, (b), the substance of one of La Fontaine's *Fables*.
2. What are the chief irregularities of the verbs *prendre*, *mettre*, *valoir*? Give examples in sentences, of each irregular tense.
3. Write a French conversation using 10 phrases from p. 195, section 21 (Siepmann).

Painting.

1. An illustration for a scene in (a), *Woodstock*, or, (b), *L'Allegro*, with a title.
2. A chair beside a low table and books.

Musical Appreciation.

1. What compositions by Beethoven have you heard? Make a list and describe one of them.
2. Write notes on one of Beethoven's pianoforte sonatas. Can you hum and then write down the principal themes?

Recitations.*

Father to choose two Bible passages and a poem, or, a scene from *Macbeth*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 7th. Papers to be posted on Saturday, the 12th, *with no other enclosure*. (Please note that the Examiners take 7 weeks from the 12th.)

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the *member* does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper must be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string by the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.